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AUTHOR	Serban, Andreea M.; Fleming, Steve
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ABSTRACT

The Campus Pipeline at Santa Barbara City College (SBCC), California, is a portal whose purpose is to provide single web entry to relevant academic and institutional information for students and faculty. This fall 2002 evaluation of the Campus Pipeline aims to: (1) explore the degree of satisfaction of students and faculty; (2) determine which features are most widely used and liked; (3) compare results with previous evaluations; and (4) use the information as a basis for improving the delivery service. The evaluation is based on data gathered from two survey instruments, one for faculty and one for students. Twelve faculty and 566 students responded to the surveys, which were administered in May 2002. At least 95% of student respondents agreed or strongly agreed that the Pipeline was easy to use, compared to 92% in fall 2001. More than 88% of students agreed that the Portal contains useful information, the same as in fall 2001. The feature with the highest ranking for usefulness was the "My Classes" link. The only category that did not receive majority agreement was whether the Campus Pipeline helped students to communicate with each other. Only 44% agreed with this statement, although this has improved from the 33% approval in 2001. Research instrument and student comments appended. (NB)

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Evaluation of Campus Pipeline Spring 2002

Andreea Serban, Ph.D.
Director

Steve Fleming
Analyst

Institutional Assessment, Research and Planning
sbcc.edu/admin/ia/index.cfm

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Executive Summary

In Spring 2001, the Campus Pipeline Portal was introduced to SBCC faculty and students on a pilot test basis which was extended in Fall 2001 and Spring 2002. In Spring 2002 the pilot included 47 different instructors, 87 different courses, and 120 sections enrolling 4,104 students, almost double the number of students involved in the pilot in Fall 2001 (see Appendix 1). 39 sections were online, 64 lecture, 15 lecture/laboratory, and 2 laboratory only. In addition, the Portal was made available to Student Services, such as Student Clubs, the Student Senate, tutors and CalWORKS, which included 275 students. The goal is to make this portal available to all courses and students in Fall 2002.

This brief analysis continues the evaluation process of the Portal that was conducted in both Spring 2001 and Fall 2001. It presents the results of surveys whose purpose was to determine the degree of overall satisfaction of faculty and students with Campus Pipeline and the specific usefulness of various features included in the Portal. During the Spring 2002 semester, students and faculty participating in the Portal pilot were asked to respond to the survey in May 2002. As in the past semesters, the survey was administered online.

The student questionnaire was expanded in Spring 2002. Students strongly prefer to access Campus Pipeline from home (76%) as opposed to on campus (18%). Students also indicated that access to Campus Pipeline from home was extremely or very important - 91% of students indicated these responses. Most students felt that the directions to determine login and password were extremely or very easy (84% in both cases). Of those who sought login help by telephone, 90% found it useful, and 85% of those who sought online login help found it useful. Finally, 60% of students indicated that they always or almost always used e-mail while working in SBCC Pipeline whereas 49% indicated that they usually employed the Class Tools.

The responses provided in Spring 2002 indicate improvement of the satisfaction of students and faculty with the various features of the Portal. Overall, 66% of the faculty who responded in Spring 2002 (57% in Fall 2001) and 86% of the students (79% in Fall 2001) felt that the Portal was either extremely or very useful. In Spring 2002, a higher percentage of students than faculty strongly agreed or agreed that the Portal is easy to use – 95% of students and 75% of faculty. Students were also more satisfied in terms of ease of accessibility than faculty – 94% of students compared to 64% of faculty. 87% of the students (86% in Fall 2001) thought that the Portal helped them to better communicate with their instructor. However, only 44% of the students (33% in Fall 2001) felt that the Portal facilitated their communication with other students in the same class. Although the percentage has improved, it is possible that students are not interested in communicating via this method with their colleagues. This might be particularly true for classes that are offered on campus where the need for interaction among students via electronic means is not as much needed as in online classes.

75% of the faculty (93% in Fall 2001) and 88% of the students (89% in Fall 2001) thought the information in the Portal was useful. Some students and particularly faculty, continued to indicate that the Portal has problems in terms of speed and reliability (also evident in some of the comments) although students seem to be more satisfied. 78% of the students strongly agreed or agreed that the Portal is reliable and fast (compared to only 66% in Fall 2001) and 58% of the faculty (compared to 57% in Fall 2001).

In terms of specific features of the Portal students rated "My Classes" Class Links as the most useful followed closely by "My Classes" Homepage, e-mail, and the login screen. Faculty rated as the most useful feature e-mail, followed by the login screen, and "My Classes" Class Links. Campus Pipeline continued to garner higher ratings for usefulness than in previous surveys. 50% or

more of the faculty rated 5 different components as very or extremely useful as compared to just 3 components in Fall 2001. Among students, 6 features were chosen as very or extremely useful by more than 50% of respondents, the same number as in Fall 2001. The various areas of "Campus Life" received the lowest marks for usefulness from students while "Class Tools" Virtual Chat received the coolest response from faculty.

As in Fall 2001, an important aspect pointed out by faculty is that the Portal improved the students' response to class materials and assignments. The Spring 2002 responses are somewhat higher regarding this item than those in Fall 2001: 58% of the faculty strongly agreed or agreed regarding this item compared to 50% in Fall 2001. When asked whether faculty would like Campus Pipeline for all their classes, 67% responded positively in Spring 2002 compared to 71% in Fall 2001. On the student side, support for Campus Pipeline has improved from 50% of respondents indicating a desire for the presence of the Portal in all their classes in Spring 2001 to 71% in Fall 2001 and 73% in Spring 2002.

Introduction

Campus Pipeline is a Portal whose purpose is to provide a single web entry to relevant academic and institutional information for students and faculty. The Portal interface facilitates personalization of some of the information based on the choices of the user. Campus Pipeline was first introduced at SBCC on a pilot basis in Spring 2001. In Spring 2002, the use of the portal was extended to 47 different instructors, 87 different courses, and 120 sections enrolling 4,104 students; almost double the number of students involved in the pilot in Fall 2001 (see Appendix 1). In addition, the Portal was made available to Student Services, such as Student Clubs, the Student Senate, tutors, CalWORKS, TAP, and Honors, which included 275 additional students.

The purposes of this brief evaluation are:

- to explore the degree of satisfaction of both students and faculty with the utilization of Campus Pipeline;
- to determine which features of the Portal are most widely used and liked;
- to compare results with the previous evaluations;
- to use this information as a basis for improving the delivery of this service.

Research Design and Method

The evaluation is based on data gathered from two survey instruments, one for faculty and one for students (see Appendices 2 and 3). The surveys were originally developed in consultation with Michael Gallegos, Dean of Educational Programs, and William Hamre, Vice President for Information Resources. The survey instruments, particularly the one for students, were updated with new questions for Spring 2002 based on suggestions from the faculty involved. Both surveys were available online. Surveys were administered in May 2002. During the administration of the surveys 12 faculty and 566 students responded.

Student Responses

Table 1 presents the Spring 2002 student responses for each group of questions. Where appropriate, the responses have been ranked from highest to lowest in terms of the percentage of respondents marking the two most favorable choices (e.g. Strongly Agree or Agree). The first six groups of questions were new for the Spring 2002 survey whereas the ratings of the Campus Pipeline and its components were collected in previous surveys.

The directions to determine login or password received high ratings with 84% of respondents indicating Extremely Easy or Very Easy. However, students reported more trouble obtaining help in order to login. 58% indicated that obtaining help was Extremely Easy or Very Easy, but 7% reported that it was Not Easy to obtain help. Only 29% of students reported needing help to login. Of these, 22% indicated that they used telephone help and 19% indicated that they used online help. Overall, those who used the help were satisfied with it – 90% found the telephone help useful and 85% found the online help useful. Only 15% of respondents used other avenues for help.

60% of the respondents used email always or almost always. A lower percentage reported using the Class Tools – 49% always or almost always. Interestingly, 25% of the respondents indicated that they did not use the Class Tools, indicating that some used the portal primarily to contact the instructor or other students.

Respondents most often accessed Campus Pipeline from home (67%) whereas a significant percentage accessed Campus Pipeline most often from campus (26%). Only 5% usually accessed the site from work. When asked for their preference, respondents most wanted to access Campus Pipeline from home (76%) the majority of the time. In accordance with the previous findings, 91% of respondents thought that it was extremely important or very important to access Campus Pipeline from home. 57% indicated such support for accessing Campus Pipeline from campus while 31% have a need to access Campus Pipeline from work.

For the Spring 2002 survey, respondents gave higher praise to the Campus Pipeline than in previous semesters. Ease of use received the highest marks again, with 95% of the respondents agreeing or strongly agreeing with the statement in the questionnaire. This result improved the already high scores of 92% in Fall 2001 and 80% in Spring 2001. Respondents also agreed that the Portal is easy to access – 94% (compared to 92% in Fall 2001), that it is well organized – 90% (compared to 89% in Fall 2001), that it contains useful information – 88% (the same as in Fall 2001), and that it helps them to better communicate with the class instructor – 87% (compared to 86% in Fall 2001). 81% of respondents said that the Campus Pipeline contains information that they use which was slightly down from 83% in Fall 2001; 79% thought that their training was sufficient compared to 73% in Fall 2001. The speed and reliability of the service are perceived as being better – 78% had positive ratings in these areas compared to 66% of the respondents in Fall 2001 and only in Spring 2001. 76% of the respondents think Campus Pipeline contains information they like which again was greater than the 70% who said so in Fall 2001. The only category that did not receive majority agreement was whether the Campus Pipeline helped students communicate with other students. Only 44% agreed with this statement although this has improved from 33% and 19% in Fall 2001 and Spring 2001, respectively.

The survey also asked students to rate the usefulness of various features of the Portal. The feature with the highest rating for usefulness in Spring 2002 was "My Classes" Class Links with 86% of respondents indicating very to extremely useful as compared to 71% in Fall 2001. Other features rated highly for usefulness were "My Classes" Homepage (83%), E-mail (83%), and, not surprisingly, the Login Screen (81%). The least useful features (less than 30% of the respondents used them) are: "Campus Life" Organization in Focus and "Campus Life" Club in Focus. These were among the least useful features in Fall 2001 as well. Overall, respondents rated the features in the Campus Pipeline as being more useful than they did in previous surveys.

Respondents felt strongly that Campus Pipeline met their needs as 95% responded Yes to this question. Overall, 86% of the respondents thought that the Portal is extremely or very useful (compared to 79% in Fall 2001), 10% felt it was somewhat useful (15% in Fall 2001), 3% thought it was not useful (the same as in Fall 2001) and 2% did not use it at all (3% in Spring 2001). Clearly, Campus Pipeline is becoming more accepted by students and is considered a positive addition to the academic experience. 73% of the respondents would like to have the Portal available for all their classes (compared to 71% in Fall 2001), 12% would not want it (17% in Fall 2001) and 15% were not sure (12% in Spring 2001). As expected, the interest of students has increased as they have become more comfortable with the Portal as their regular web interface with the college. Appendix 4 contains the comments of the students.

Table 1. Student Responses in Rank Order

Please rate the following components of the LOGIN for SBCC Pipeline in terms of ease (only fill in one answer)	N	Extremely Easy	Very Easy	Somewhat Easy	Not Easy	Not Applicable
Directions to determine Login	566	39%	45%	14%	2%	0%
Directions to determine Password	566	39%	45%	13%	3%	0%
Obtaining help in order to Login	566	27%	31%	18%	7%	17%

Please tell us about the kind of help you received during your login process	N	Yes	No	Not Applicable		
Did you need any help to Login?	566	29%	67%	4%		
Did you use help available on our telephone support number?	566	22%	65%	13%		
Was telephone support for login useful?	125*	90%	10%	1%		
Did you use help available online to login?	566	19%	64%	17%		
Was online support for login useful?	109*	85%	13%	2%		
Did you use any other type of help to login in addition to telephone support or online support?	566	15%	66%	18%		

*only respondents who answered Yes to the previous question were included

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Please tell us how often you used the following while working in SBCC Pipeline.	N	Always	Almost Always	Sometimes	Not Used	Not Applicable
Email	566	39%	21%	32%	8%	0%
Class Tools	566	29%	20%	24%	25%	2%
Please answer the following (fill in only one response per question)	N	From Campus	From Home	From Work	Other	
I accessed SBCC Pipeline the majority of time	566	26%	67%	5%	1%	
I would prefer to access SBCCP the majority of time	566	18%	76%	4%	2%	
How important is it to access SBCC Pipeline from	N	Extremely Important	Very Important	Somewhat Important	Not Important	Not Applicable
Home	566	69%	22%	6%	1%	2%
Campus	566	38%	19%	17%	14%	13%
Work	566	20%	11%	17%	28%	24%
Other	566	17%	8%	14%	16%	45%
	N	Agree	Disagree			
Access to SBCC Pipeline met my needs	566	95%	5%			

The Campus Pipeline Portal (Please fill in only ONE answer):	N	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
Is easy to use	566	46%	49%	3%	2%	1%
Is easy to access	566	46%	48%	3%	2%	1%
Is well organized	566	45%	45%	7%	2%	1%
Contains useful information	566	45%	43%	10%	2%	0%
Is helping me to better communicate with the class instructor	566	47%	40%	9%	3%	1%
Contains information that I use	566	40%	41%	12%	5%	1%
Training that I received was sufficient	566	32%	47%	16%	2%	3%
Is reliable and fast	566	33%	45%	13%	7%	1%
Contains information that I like	566	34%	42%	20%	3%	1%
Is helping me to better communicate with the other students in the class	566	19%	25%	35%	15%	6%

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Please rate the following components of the SBCC Pipeline Portal in terms of usefulness to you (Please fill in only ONE answer):	N	Extremely Useful	Very Useful	Somewhat Useful	Not Useful	Did Not Use / Not Applicable
"My Classes" Class Links	566	53%	33%	9%	2%	3%
"My Classes" Homepage	566	50%	33%	13%	2%	- 2%
E-mail	452	52%	31%	12%	2%	3%
Login Screen	566	42%	39%	16%	2%	1%
"Class Tools" Message Board	566	33%	27%	18%	7%	16%
"My Classes" Study & Information Tools	452	24%	30%	16%	8%	22%
"My Pipeline" Announcements	566	23%	26%	25%	13%	12%
"My Pipeline" Important Dates	566	22%	25%	24%	13%	16%
"My Pipeline" My Headlines	566	19%	23%	27%	15%	17%
Search Engine Access	566	18%	24%	17%	11%	30%
"My Classes" Career Resources	566	15%	23%	18%	12%	31%
"Class Tools" Virtual Chat	566	20%	16%	18%	17%	30%
"Campus Life" News From the Channels	452	12%	19%	20%	16%	33%
"Campus Life" Organization in Focus	452	12%	16%	22%	15%	35%
"Campus Life" Club in Focus	452	11%	15%	19%	19%	37%
Overall Rating of Campus Pipeline's Usefulness to You	452	42%	44%	10%	3%	2%
	N	Online	On campus			
The class in which I am using Pipeline this semester is (please fill in only ONE response)	452	28%	72%			
	N	Yes	No	Not Sure		
Would you like this approach for all your classes (please fill in only ONE response)?	452	73%	12%	15%		

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Faculty Responses

Many of the questions in the faculty survey were similar to the ones in the student version. Because of the smaller number of faculty respondents (12), changes in response patterns should be carefully regarded. Faculty agree to a greater extent than the students that the training they received was sufficient – 84% (79% in Fall 2001) of the faculty agreed or strongly agreed. Regarding organization of Campus Pipeline, the faculty's perceptions stayed almost the same as compared to Fall 2001 – 83% in Fall 2001 compared to 86% in Fall 2001. The ease of access saw the greatest decline from Fall 2001 with 64% of faculty agreeing in Spring 2002 compared to 78% in Fall 2001. Most other measures showed a similar response as in Fall 2001 (see faculty comments on Appendix 5).

Most features of Campus Pipeline were rated higher by faculty for usefulness in Spring 2002 than in Fall 2001. In terms of use of the Portal features, faculty thought that e-mail is the most useful feature (93%) followed by the login screen (75%). "My Pipeline" Personal Announcements saw a decline in usefulness – 33% in Spring 2002 compared to 43% in Fall 2001. Faculty continued to rate shopping and virtual chat low for usefulness – 16% and 8%, respectively. It should be noted that most of the low rated components are mainly for the benefit of students e.g. "Campus Life" Clubs in Focus.

Overall, 66% of the faculty rated the Portal as extremely or very useful (compared to 57% in Fall 2001), 33% thought it was somewhat useful (29% in Fall 2001) and all faculty respondents used it (compared to 14% in Fall 2001 who did not use it). 67% of faculty indicated that they would favor this approach for all their classes (compared to 71% in Fall 2001).

Table 2. Faculty Responses in Rank Order

The SBCC Pipeline portal:	N	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
Training that I received was sufficient	12	67%	17%	17%	0%	0%
Is well organized	12	50%	33%	8%	8%	0%
Is easy to use	12	58%	17%	17%	8%	0%
Contains useful information	12	58%	17%	25%	0%	0%
Is easy to access	12	58%	8%	33%	0%	0%
Is reliable and fast	12	33%	25%	17%	8%	17%
Is helping me to better communicate with the students in the class	12	33%	25%	33%	8%	0%
Has not increased my normal workload for this class	12	33%	25%	8%	33%	0%
Has received mostly positive reactions from the student in my class	12	33%	25%	17%	8%	17%
Has improved the student response to class material and assignments	12	50%	8%	17%	8%	17%

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Please rate the following components of the SBCC Pipeline Portal in terms of usefulness to you (please fill in only one response)	N	Extremely Useful	Very Useful	Somewhat Useful	Not Useful	Did Not Use / Not Applicable
E-mail	12	67%	25%	0%	0%	8%
Login Screen	12	42%	33%	25%	0%	0%
"My Classes" Class Links	12	67%	0%	25%	0%	8%
"Class Tools" Message Board	12	33%	25%	33%	0%	8%
"My Classes" Homepage	12	33%	17%	50%	0%	0%
"My Classes" Career Resources	12	17%	17%	25%	0%	42%
"My Classes" Study & Information Tools	12	17%	17%	25%	0%	42%
"My Pipeline" Personal Announcements	12	25%	8%	25%	8%	33%
"My Pipeline" Campus Announcements	12	25%	8%	33%	8%	25%
"Campus Life" News From the Channels	12	25%	8%	25%	0%	42%
"Campus Life" Clubs in Focus	12	25%	8%	25%	0%	42%
"Campus Life" Organizations in Focus	12	25%	8%	25%	0%	42%
"My Pipeline" Dates to Note	12	17%	8%	42%	8%	25%
"Campus Life" Merchant in Focus	12	8%	8%	42%	8%	33%
"Class Tools" Virtual Chat	12	8%	0%	42%	17%	33%
Overall Rating of SBCC Pipeline's Usefulness to You	12	33%	33%	33%	0%	0%
	N	Online	On campus			
The class in which I am using Pipeline this semester is (please fill in only one response)	12	42%	58%			
	N	Yes	No	Not sure		
Would you like this approach for all classes you teach (please fill in only one response)?	12	67%	8%	25%		

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Appendix 1. Spring 2002 and Fall 2001 Campus Pipeline Pilot Courses, Section, Instructors and Enrollments

Spring 2002

Section	Course Title	Course Description	Instructor	Method of Instruction	Enrollment
4209	ACCT 110	Bookkeeping	Alsheimer, Cornelia	Lecture	26
5637	ACCT 110	Intro To Accounting	Alsheimer, Cornelia	Lecture	30
		Clubs	Ann Fryslie		
6018	CNEE 105	Network W.re/Cablng	Auchincloss, Liz	Lecture	30
5632	HIT 200	Clin Classification	Barnes, Cathy	Online	31
4622	HIT 205	Adv Clin Classification	Barnes, Cathy	Online	37
5297	ECON 101	Microeconomics	Barr, Collette	Lecture	43
5298	ECON 101	Microeconomics	Barr, Collette	Lecture	46
5299	ECON 101	Microeconomics	Barr, Collette	Lecture	37
5300	ECON 102	Macroeconomics	Barr, Collette	Lecture	50
5301	ECON 102	Macroeconomics	Barr, Collette	Lecture	49
5093	PERDV 100	College Success	Brewer, Scott	Lecture	36
4514	ENG 111	Critical Think/Comp	Brody, Jane	Lecture	37
4294	COMAP 171	Business English	Broughton, Margaret	Lecture	14
6127	COMAP 271	Bus Communications	Broughton, Margaret	Lecture	20
4082	MAT 103	Intro To Multimedia	Charboneau, Jill	Online	12
5280	PHIL 101	Intro To Ethics	Chesher, Jim	Lecture	42
5282	PHIL 101	Intro To Ethics	Chesher, Jim	Lecture	34
6335	PHIL 101	Intro To Ethics	Chesher, Jim	Lecture	49
5281	PHIL 101	Intro To Ethics	Chesher, Jim	Online	34
5286	PHIL 111	Critical Think Writ	Chesher, Jim	Lecture	31
5635	CIM 250	Cancer Statistics	Cress, Rosemary	Online	17
5634	CIM 225	Cancer Patient Foll	Davidson Allen, Kathleen	Online	29
4275	COMAP 103	Internet & E-Mail	Diamond, Carol	Online	28
4277	COMAP 103	Internet & E-Mail	Diamond, Carol	Online	50
6364	COMM 100	Oral Comm For ESL	Duran, Georgia	Lecture	18
5104	PERDV 191A	Careerplan:Self-Dir	Ehrmann, Bob	Online	26
4059	CNEE 133	Cisco 3:Adv Routing	El-Soussi, Mohammad	Online	24
5791	CNEE 133	Cisco 3:Adv Routing	El-Soussi, Mohammad	Online	12
4060	CNEE 134	Cisco 4:Wide Area	El-Soussi, Mohammad	Online	22
5792	CNEE 134	Cisco 4:Wide Area	El-Soussi, Mohammad	Online	13
4049	CNEE 135	Cisco 5: Adv Routin	El-Soussi, Mohammad	Online	23
4053	CNEE 136	Cisco 6: Remote Acc	El-Soussi, Mohammad / Mendrano	Online	20
4052	CNEE 131	Cisco 1:Intro Netwk	El-Soussi, Mohammad / Soenke, Al	Online	33
4058	CNEE 132	Cisco 2:Intro IP Rt	El-Soussi, Mohammad / Soenke, Al	Online	36
6019	CNEE 106	Telecommun & Wan	El-Soussi, Mohammad / Tan, Shelia	Online	29
4050	CNEE 124	Internetwkng:TCP/IP	El-Soussi, Mohammad / Tan, Shelia	Online	26
6015	CNEE 101	Intro Data Comm	El-Soussi, Mohammad/ Tan, Shelia	Online	31
5375	SPAN 101	Beginning Spanish	Gonzalez, Cynthia	Lecture	32
6352	SPAN 101	Spanish	Gonzalez, Cynthia	Lecture	24
4938	MATH 117	Elem Statistics	Guenther, Pam	Lecture	35
4939	MATH 117	Elem Statistics	Guenther, Pam	Lecture	34
4941	MATH 117	Elem Statistics	Guenther, Pam	Lecture	35
4630	NURS102	Safe C.A.R.E.	Guillermo, Janie	Lecture/Lab	21

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Section	Course Title	Course Description	Instructor	Method of Instruction	Enrollment
4650	NURS133	Endocrin Dsfnctn-Rg	Guillermo, Janie	Lecture/Lab	21
5304	INST 101	Intro Internat Stdy	Haslund, Peter	Lecture	97
5308	POLSC 101	Am Gov-Politics	Haslund, Peter	Lecture	90
5312	POLSC 121	Internat Politics	Haslund, Peter	Lecture	46
5313	POLSC 122	Un In Wrld Affrs:Int Org	Haslund, Peter	Lecture	29
5421	COMM 131	Fund Of Public Spkg	Kistler, Tina	Lecture	25
5423	COMM 131	Fund Of Public Speaking	Kistler, Tina	Lecture	29
5425	COMM 131	Fund Of Public Speaking	Kistler, Tina	Lecture	27
5431	COMM 151	Intercultural Comm	Kistler, Tina	Lecture	40
5432	COMM 151	Intercultural Comm	Kistler, Tina	Lecture	36
4213	ACCT 230	Financial Acctg	Kulper, Mike	Lecture	37
6081	ACCT 230	Financial Acctg	Kulper, Mike	Lecture	36
4221	ACCT 240	Managerial Acctg	Kulper, Mike	Lecture	45
4426	ESL 110	Grammar Level 1	Lasswell, Steven	Lecture	27
4433	ESL 115	Writing Level 2	Lasswell, Steven	Lecture	35
4445	ESL 122	Grammar Level 4	Lasswell, Steven	Lecture	28
4449	ESL 124	Reading Level 4	Lasswell, Steven	Lecture	29
4453	ESL 126	ESL Workshop	Lasswell, Steven	Lecture	33
5322	PSYCH 100	General Psychology	Launier, Ray	Lecture	66
5323	PSYCH 100	General Psychology	Launier, Ray	Lecture	39
5329	PSYCH 100	General Psychology	Launier, Ray	Lecture	46
5334	PSYCH 140	Child Development	Launier, Ray	Lecture	41
		TAP	Leyva, Pete		100
4068	GDP 109	Photo I	Lowell, Linda	Lecture/Lab	25
4075	GDP 209	Photo II	Lowell, Linda	Lecture/Lab	16
5652	GDP 210	Studio Practicum	Lowell, Linda	Lecture/Lab	22
4076	GDP 214	Product Illustratio	Lowell, Linda	Lecture/Lab	17
4078	GDP/MAT 218	Advanced Photoshop	Marie, Gay	Online	20
4090	MAT 111	Intro To Photoshop	Marie, Gay	Lecture/Lab	32
4340	EARTH 101	Intro Astronomy	Marschak, Fred	Lecture	79
4341	EARTH 101	Intro Astronomy	Marschak, Fred	Lecture	127
4342	EARTH 101	Intro Astronomy	Marschak, Fred	Online	43
6137	EARTH 101	Intro Astronomy	Marschak, Fred	Lecture	123
4932	MATH 107	Intermed Algebra	Masooman, Sharareh	Online	18
6244	MATH 107	Intermed Algebra	Masooman, Sharareh	Online	26
5599	PHIL 111	Critical Think Writ	McIntire, Mark	Online	18
4705	RT 111	Prin Rad Exp/Im Eqp	McMahan, Debra	Lecture	16
4717	RT 240	Prin Fluor/Imaging	McMahan, Debra	Lecture	17
5126	HE 101	Personal Health Awarenes	O'Connor, Kathy	Online	34
5327	PSYCH 100	General Psychology	Olguin, Arthur	Online	27
4063	CNEE 162/ ENGR162	Digital Logic Circuits	Ortiz, Carlos	Lecture/Lab	4
6386	ENG 237	Sacred Literature	Ouwehand, Terre	Lecture	39
6274	ECE 102	Child-Family-Community	Rivero, Carmen	Lecture	34
6275	ECE 102	Child-Family-Community	Rivero, Carmen	Lecture	36
5409	COMM 101	Intro To Comm	Rollin, Emma	Lecture	30
5410	COMM 101	Intro To Comm	Rollin, Emma	Lecture	20
5430	COMM 141	Small Group Communicatio	Rollin, Emma	Lecture	26
4373	EARTH 171	Intro Mapping & GIS	Schultz, Jan	Lecture	20

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Section	Course Title	Course Description	Instructor	Method of Instruction	Enrollment
4374	EARTH 172	GIS Software Applic	Schultz, Jan	Lecture	20
		CalWORKs	Siemion, Gabrielle /Beason, Jesse		20
5080	ECE 102	Child-Family-Comm	Smith, Julie	Online	36
6277	ECE 104	Principles/Practices II	Smith, Julie	Lecture/Lab	22
6278	ECE 105	Exceptional Child	Smith, Julie	Lecture/Lab	23
4414	ENG 80	Eff Writ Techs	Spaventa, Lou	Lecture/Lab	23
4586	J121	Pub Student Newspap	Stark, Patrica/Dewey, Naomi	Lab	13
4587	J122	Pub Student Newspap	Stark, Patrica/Dewey, Naomi	Lab	7
4513	ENG 111	Critical Think/Comp	Stevens, Jim	Lecture	38
4525	ENG 111	Critical Think/Comp	Stevens, Jim	Lecture	38
4422	ENG 103	Improvement Coll Reading	Stiedler, Alyse	Online	21
5754	ENG 103	Impvmt Coll Read Sk	Stiedler, Alyse	Online	20
4103	FILM 175	Intro Film & Video	Stinson, Michael	Lecture/Lab	25
4107	FILM 175	Film & Video Produc	Stinson, Michael	Lecture/Lab	23
4102	FILM 275	Film & Video Pro II	Stinson, Michael	Lecture/Lab	28
5755	FILMST 185	Directing For Camer	Stinson, Michael	Lecture/Lab	36
5633	CIM 150	Oncology Coding	Vance, Katheryne	Online	14
5636	CIM 275	Professional Direct	Watkins, Sue	Online	4
5385	HIT 100	Beginning Spanish	Watkins, Sue	Lecture	30
5631	HIT 100	Intro Health Info	Watkins, Sue	Online	32
4621	HIT 150	Med Insurance Billing	Watkins, Sue	Online	24
4625	HIT 220	Statistical Application	Watkins, Sue	Online	29
4626	HIT 230	Altern Delivery Sys	Watkins, Sue	Online	27
4628	HIT 275	Prof Directed Pract	Watkins, Sue	Online	8
5277	PHIL 100	Intro To Philosophy	White, Joe	Lecture	139
5278	PHIL 100	Intro To Philosophy	White, Joe	Lecture	121
5279	PHIL 100	Intro To Philosophy	White, Joe	Lecture	127
4623	HIT 210	Cpt Procedural Code	Willner, Sue	Online	28
4627	HIT 250	Data Quality Method	Willner, Sue	Online	30
5386	HIT 250	Beginning Spanish	Willner, Sue	Lecture	19
4940	MATH 117HR	Elem Statistics HR	Wopat, Ronald	Lecture	22
		Cptech 101			10
		Tutors			20
		Student Senate			15
		campus_pipeline			10
		Honors			75
		Fall Faculty Training			25

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Section	Course Title	Course Description	Instructor	Method of Instruction	Enrollment
428	ENG 103	IMPVMT COLL RDG SKL	Alyse Stiedler	Lecture	26
434	ENG 103	IMPVMT COLL READ SK	Alyse Stiedler	Lecture	27
		Student Clubs	Ann Fryslie		225
1338	PSYCH 170	ABNORMAL PSYCH	Arthur Olguin	Lecture	40
1328	PSYCH 100	GENERAL PSYCHOLOGY	Arthur Olguin	Lecture	102
1139	PE 121B	INT BASKETBALL	Arthur Olguin	Lecture/Laboratory	24
1325	PSYCH 100	GENERAL PSYCHOLOGY	Arthur Olguin	Online	21
1104	PERDV191A	CAREERPLAN:SELF-DIRECTED	Bob Ehrmann	Online	17

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Section	Course Title	Course Description	Instructor	Method of Instruction	Enrollment
1083	ECE 102	CHILD-FAMILY-COMM	Carmen Rivero	Lecture	43
278	COMAP 114	INTRO TO OUTLOOK	Carol Diamond	Online	0
2119	COMAP 101	MS OFFICE PROFESSIONAL	Carol Diamond	Online	31
2120	COMAP 101	MS OFFICE PROFESSIONAL	Carol Diamond	Online	32
271	COMAP 103	INTERNET & E-MAIL	Carol Diamond	Online	38
652	HIT 200	CLINICAL CLASSIFICATION	Cathy Barnes	Online	38
1669	HIT 200	CLIN CLASSIFICATION	Cathy Barnes	Online	48
1659	PERDV 100	COLLEGE SUCCESS	Debbie Mackie	Lecture	29
1418	COMM 141	SMALL GROUP DISCUSSION	Emma Rollin	Lecture	0
1414	COMM 131	FUND OF PUBLIC SPEAKING	Emma Rollin	Lecture	22
1419	COMM 141	SMALL GROUP DISCUSSION	Emma Rollin	Lecture	23
1512	EARTH101HR	INTRO ASTRONOMY, HR	Fred Marschak	Lecture	5
1555	EARTH101HR	INTRO ASTRONOMY, HR	Fred Marschak	Lecture	5
375	EARTH101HR	INTRO ASTRONOMY, HR	Fred Marschak	Lecture	8
2375	EARTH 101	INTRO ASTRONOMY	Fred Marschak	Lecture	19
2134	EARTH 101	INTRO TO ASTRON	Fred Marschak	Lecture	98
344	EARTH 101	INTRO ASTRONOMY	Fred Marschak	Lecture	116
343	EARTH 101	INTRO ASTRONOMY	Fred Marschak	Online	45
		CalWORKs Work Study	Gabrielle Siemion/ Jesse Beason		15
1427	COMM 171	MASS MEDIA & SOCIETY	Georgia Duran	Lecture	31
1400	COMM 100	ORAL COMM FOR ESL	Georgia Duran	Lecture	37
1612	MAT 103	INTRO TO MULTIMEDIA	Guy Smith	Online	21
569	ENG 111	CRITICAL THINK/COMP	Jane Brody	Lecture	32
566	ENG 111	CRITICAL THINK/COMP	Jane Brody	Lecture	35
427	ENG 103	IMPVMT COLL READ SK	Jane Brody	Lecture/Laboratory	28
568	ENG 111	CRITICAL THINK/COMP	Jim Stevens	Lecture	39
2020	CNEE 110	NETWORK ESSENTIALS	Jodi Simpson	Lecture	19
62	CNEE 162	DIGITAL LOGIC CIRCUITS	Jodi Simpson	Lecture/Laboratory	7
1546	CIM 125	CANCER DISEASE MGMT	Katheryne Vance	Online	19
1117	HE 101	PERSONAL HEALTH AWARE	Kathy O'Connor	Online	34
1536	PHIL 111	CRITICAL THINK WRIT	Mark McIntire	Online	21
2248	MATH 120	COLLEGE ALGEBRA	Mary Lynn Mallen	Lecture	33
2247	MATH 120	COLLEGE ALGEBRA	Mary Lynn Mallen	Lecture	39
1547	CIM 200	ABSTRACTING PRINCIPLES	Meryl Leventhal	Online	16
2245	MATH 117	ELEM STATISTICS	Mike Mallen	Lecture	31
57	CNEE 134	CISCO 4:WIDE AREA	Mohammad El-Soussi	Online	26
55	CNEE 133	CISCO 3:ADV ROUTING	Mohammad El-Soussi	Online	27
1597	CNEE 131	CISCO 1:INTRO NETWK	Mohammad El-Soussi	Online	27
1598	CNEE 132	CISCO 2:INTRO IP RT	Mohammad El-Soussi	Online	36
2024	CNEE 124	INTERNETWKNG:TCP/IP	Mohammad El-Soussi/ Medrano A	Online	21
2019	CNEE 106	TELECOMMUN & WAN	Mohammad El-Soussi/ Tan S	Online	33
51	CNEE 101	INTRO DATA COMM	Mohammad El-Soussi/ Tan S	Online	48
1607	MATH 108	MATH TEACHING	Pam Guenther	Lecture	0
960	MATH 117	ELEM STATISTICS	Pam Guenther	Lecture	33
969	MATH 117	ELEM STATISTICS	Pam Guenther	Lecture	33
962	MATH 117	ELEM STATISTICS	Pam Guenther	Lecture	35
1320	PSYCH 100	GENERAL PSYCHOLOGY	Ray Launier	Lecture	37
1327	PSYCH 100	GENERAL PSYCHOLOGY	Ray Launier	Lecture	41
1321	PSYCH 100	GENERAL PSYCHOLOGY	Ray Launier	Lecture	42
1326	PSYCH 100	GENERAL PSYCHOLOGY	Ray Launier	Lecture	69

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Section	Course Title	Course Description	Instructor	Method of Instruction	Enrollment
1634	PERDV 100	COLLEGE SUCCESS	Scott Brewer	Lecture	36
951	MATH 107	INTERMED ALGEBRA	Sharareh Masooman	Online	23
949	MATH 107	INTERMED ALGEBRA	Sharareh Masooman	Online	24
649	CIM 100	REGISTRY ORGANIZATION	Sue Watkins	Online	28
651	HIT 150	MED INSURANCE BILLING	Sue Watkins	Online	36
653	HIT 240	QUALITY ASSESS/IMPR	Sue Watkins	Online	42
650	HIT 100	INTRO HEALTH INFO MANAG	Sue Watkins	Online	44
1666	HIT 100	INTRO HEALTH INFO	Sue Watkins	Online	50
1545	HIT 210	CPT PROCEDURAL CODE	Sue Willner	Online	32
1413	COMM 131	FUND OF PUBLIC SPEAKING	Tina Kistler	Lecture	22
2361	COMM 131	FUND OF PUBLIC SPEAKING	Tina Kistler	Lecture	26
1424	COMM 151	INTERCULTURAL COMM	Tina Kistler	Lecture	28
1417	COMM 131	FUND OF PUBLIC SPEAKING	Tina Kistler	Lecture	29
1423	COMM 151	INTERCULTURAL COMMUNICAT	Tina Kistler	Lecture	30

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Appendix 2. Spring 2002 Student Survey

STUDENT EVALUATION OF SBCC PIPELINE

The purpose of this survey is to find out what you think about SBCC Pipeline, the portal service that you have been using this semester. Your opinions are very important. They will help us determine areas with which you are satisfied and areas that need improvement. This survey is for SBCC Pipeline only. If you have comments about WebCT or the Online College please email them to online@sbcc.net This survey is anonymous. Please respond objectively to the following questions.

Please rate the following components of the LOGIN for SBCC Pipeline in terms of ease (only fill in one answer)	Extremely Easy	Very Easy	Somewhat Easy	Not Easy	Not Applicable
Directions to determine Login	O	O	O	O	O
Directions to determine Password	O	O	O	O	O
Obtaining help in order to Login	O	O	O	O	O

Please tell us about the kind of help you received during your login process	Yes	No	Not Applicable
Did you need any help to Login?	O	O	O
Did you use help available on our telephone support number?	O	O	O
Was telephone support for login useful?	O	O	O
Did you use help available online to login?	O	O	O
Was online support for login useful?	O	O	O
Did you use any other type of help to login in addition to telephone support or online support?	O	O	O

Please tell us how often you used the following while working in SBCC Pipeline.	Always	Almost Always	Sometimes	Not Used	Not Applicable
Class Tools	O	O	O	O	O
Email	O	O	O	O	O

Please answer the following (fill in only one response per question)	From Campus	From Home	From Work	Other
I accessed SBCC Pipeline the majority of time	O	O	O	O
I would prefer to access SBCCP the majority of time	O	O	O	O

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How important is it to access SBCC Pipeline from	Extremely Important	Very Important	Somewhat Important	Not Important	Not Applicable
Campus	O	O	O	O	O
Home	O	O	O	O	O
Work	O	O	O	O	O
Other	O	O	O	O	O

	Agree	Disagree
Access to SBCC Pipeline met my needs	O	O

The Campus Pipeline Portal (Please fill in only ONE answer):	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
Is easy to access	O	O	O	O	O
Is easy to use	O	O	O	O	O
Is well organized	O	O	O	O	O
Is reliable and fast	O	O	O	O	O
Is helping me to better communicate with the other students in the class	O	O	O	O	O
Is helping me to better communicate with the class instructor	O	O	O	O	O
Contains useful information	O	O	O	O	O
Contains information that I like	O	O	O	O	O
Contains information that I use	O	O	O	O	O
Training that I received was sufficient	O	O	O	O	O

Please rate the following components of the SBCC Pipeline Portal in terms of usefulness to you (Please fill in only ONE answer):	Extremely Useful	Very Useful	Somewhat Useful	Not Useful	Did Not Use / Not Applicable
Login Screen	O	O	O	O	O
"My Pipeline" Announcements	O	O	O	O	O
"My Pipeline" Important Dates	O	O	O	O	O

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"My Pipeline" My Headlines	O	O	O	O	O
"My Classes" Homepage	O	O	O	O	O
"My Classes" Class Links	O	O	O	O	O
"Class Tools" Message Board	O	O	O	O	O
"Class Tools" Virtual Chat	O	O	O	O	O
Search Engine Access	O	O	O	O	O
"My Classes" Career Resources	O	O	O	O	O
"My Classes" Study & Information Tools	O	O	O	O	O
"Campus Life" News From the ***Channels***	O	O	O	O	O
"Campus Life" Organization in Focus	O	O	O	O	O
"Campus Life" Club in Focus	O	O	O	O	O
E-mail	O	O	O	O	O
Overall Rating of Campus Pipeline's Usefulness to You	O	O	O	O	O

	Online	On campus
The class in which I am using Pipeline this semester is **(please fill in only ONE response)**	O	O

	Yes	No	Not sure
Would you like this approach for all your classes **(please fill in only ONE response)**?	O	O	O

Please write in the class in which you are using Campus Pipeline (i.e., ENG 100)

Please provide in the space to the right any suggestions/comments you have about Campus Pipeline

Comments:

We appreciate your participation in this evaluation. Thank you.

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Appendix 3. Spring 2002 Faculty Survey
FACULTY EVALUATION OF SBCC PIPELINE

The purpose of this survey is to find out what you think about SBCC Pipeline, the portal service that you have been using this semester. Your opinions are very important. They will help us determine areas with which you are satisfied and areas that need improvement. This survey is for SBCC Pipeline only. If you have comments about WebCT or the Online College please email them to online@sbcc.net This survey is anonymous. Please respond objectively to the following questions.

The SBCC Pipeline portal:	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
Please fill in only ONE answer					
Is easy to access	O	O	O	O	O
Is easy to use	O	O	O	O	O
Is well organized	O	O	O	O	O
Is reliable and fast	O	O	O	O	O
Is helping me to better communicate with the students in the class	O	O	O	O	O
Contains useful information	O	O	O	O	O
Training that I received was sufficient	O	O	O	O	O
Has improved the student response to class material and assignments	O	O	O	O	O
Has not increased my normal workload for this class	O	O	O	O	O
Has received mostly positive reactions from the student in my class	O	O	O	O	O

Please rate the following components of the SBCC Pipeline Portal in terms of usefulness to you (Please fill in only ONE answer):	Extremely Useful	Very Useful	Somewhat Useful	Not Useful	Did Not Use / Not Applicable
Login Screen	O	O	O	O	O
"My Pipeline" Personal Announcements	O	O	O	O	O
"My Pipeline" Campus Announcements	O	O	O	O	O
"My Pipeline" Dates to Note	O	O	O	O	O
"My Classes" Homepage	O	O	O	O	O
"My Classes" Class Links	O	O	O	O	O
"Class Tools" Message Board	O	O	O	O	O

"Class Tools" Virtual Chat	O	O	O	O	O
"My Classes" Career Resources	O	O	O	O	O
"My Classes" Study & Information Tools	O	O	O	O	O
"Campus Life" News From the ***Channels***	O	O	O	O	O
"Campus Life" Clubs in Focus	O	O	O	O	O
"Campus Life" Organizations in Focus	O	O	O	O	O
"Campus Life" Merchant in Focus	O	O	O	O	O
E-mail	O	O	O	O	O
Overall Rating of SBCC Pipeline's Usefulness to You	O	O	O	O	O

	Online	On campus
The class in which I am using Pipeline this semester is **(please fill in only one response)**	O	O

	Yes	No	Not sure
Would you like this approach for all classes you teach **(please fill in only one response)**?	O	O	O

Please write in the class in which you are using SBCC Pipeline (i.e., ENG 100)

Please provide in the space to the right any suggestions/comments you have about SBCC Pipeline

Comments:

We appreciate your participation in this evaluation. Thank you.

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Appendix 4. Student Comments (as typed by students, no editing was done)

I like the pipeline
Campus Pipeline has been a great help in helping me connecting with my teacher. It's great to know what you have in the class and what you should work on to get a better grade. I love the fact the I know my grade
Pipeline is really helpfull for students to keep everything on track. I hope that in a future, all of our classes have access to pipeline.
Now that I know how to use it and have used it for one class. I might use it more if I were going to be online next semester.
Great
I really enjoyed this experience, they were my first online courses. Keep up the good work!!!
I like to go directly to MyWebCT. Since I take distance learing classes online, I cannot attend events at SBCC. I have been so busy trying to keep up with my schoolwork that I did not pay attention to any news or information that the PipeLine Campus has
Thank You
It is confusing switching between email on WebCT & Pipeline sometimes.
Hopefully an audio component and streaming media can be available forlearning tools in future semesters. It would make the on-line classwork more exciting.
The campus pipeline is great!
it was very usefull for my class it also made it very easy to keep track of my class and events. it is a good tool for students to use
Pipeline is a great tool. I can reference the sylabus and notes on line as I write papers. I wish this service were available for more of my classes.
I do not like the fact that pipeline refuses to let me log in with the latest Mozilla build (under linux) -- even though it supports Netscape. Mozilla would work -- except for the fact that pipeline thinks it wouldn't
Really enjoy using pipeline! Am going to continue to take classes, and I hope more are offered!
Pipeline wasvery resourceful and easy.Ihope this becomes useful for all my classes next semester.
I think it would be extremely beneficial to have conseling services available online as well as our transcripts/grades. Otherwise the campus pipeline was very useful and I enjoyed having assinment due online instead of class.
I think this is a great resource and I think it would be very beneficial in every class.
A great way to continue education for those employed and with family obligations who would not otherwise have this opportunity! Essential to be able to access courses 24 hrs./7 days from home, work, or ????
Good job.
i would like it if the my classes section were we have to pick the current term were defaulted to automatically be on the right term. then from there we could go into different terms if we choose.
Pipeline has greatly helped in direct and efficient communication with my professor. I would highly recommend it to many teachers, as long as they have the time to keep themselves updated on student attempts to communicate.
I don't know what I would do with out this resource. I live at the far northern end of California and if not for this tool I'd not be able to attend SBCC. Thank you! :)
Thank you very much for all your help. Wondeful semester!
I enjoyed having access to class information using pipeline. I also enjoyed having contact, grades, input, responses, etc from the prof through pipeline. It was easy doing the quizzes, etc..
it was a hard to log on this pipe line to me,however, when I called or e-mailed to the office to solve my mistake or resetting my pass word, she was always nice to me. I don't know her name though.
The e-mail system is exceedingly slow. Would help to post crucial announcements such as class registration dates, deadlines etc.
I think that the Campus Pipeline has been helpful.
think Campus Pipeline is a tremendous tool for online students. It makes communication between distance students and instructors a piece of cake! I just wish it worked the same for all online classes.
javier moreno
Pipeline encourages communication between students and the teacher. It was very useful.

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Campus pipeline was helpfull along with my instructors lectures. He linked his personal website to pipeline, and it was always easily accesible. We took our quizes on line, which was also conveniant as it did not waste class time.
I feel that campus pipeline is a great resource that students can use to better the communication level between teachers and students.
I had used campus pipeline in the Spring of 2001, in a history class, and found a great amount of difficulty. However, this time around it was way more helpful and I would recommend using it in the years to come.
I had used this system in the Fall of 2001, and had a lot of difficulty with the system. However this time around no problems at all a great tool! May I suggest, maybe having students be able to lok at grades.
me e-mailworked for half of the semester. i tried to e-mail tech support about my problem but i never got a response.
Would like to the see the ability to register for classes online.
I felt that pipeline was a very useful resource especially for astronomy since it is so hard to keep track of all the various dates and extra credit oppurtunities. I found it useful in calculating my grade every week, studying for the exams.
Every thing seems fine.
completed survey for extra credit
I like it, because it helps me learn
Campus Pipeline is a great tool for accessing important material pertinent to my class. It gives me the freedom to get material in the lab, or at home, whenever I desire.
Many thanks to Fred Marschak for his dedication (and patience with students)! An automatic Log-On could be useful, but I was personally satisfied with Pipeline's functionality.
I view Pipeline as "icing on the cake", to my on-campus class. I would not like to do a class "totally on line".
I really enjoyed using pipeline because it allowed me to do school work from home.
I love this program.
Pipeline was very useful and I look forward to using it again
campus pipeline is great! it lets me know my standings in my classes and also keeps me on top of things!
Initially, I had some problems using my pipeline. I believe a class or a couple of hours instruction in the begining of each sementer in how to use pipeline and what is available in the pipeline would be very helpful.
I think that Pipeline is great, its been very helpful to me this semester. I love it and think all classes should have an pipeline account.
having used just webct in the past I do not find pipeline helpful at all for my distance needs.
It would be nice if there was a way to skip the course and term selection so that we didn't have to click three links to get in to pipeline. If these need to be changed they should be able to have an option to do so later.
I found pipeline useful as an added tool for Earth 101B receiving messages from the instructor and conversely being able to send messages via email was extremely helpful
Pipeline was a useful tool that helped me to be more on task and in tune with the class.
Thank you for providing pipeline
Helpful and worthwhile!
Pipeline is extremely useful. This is for extra credit for math 117.
When it is up and running, it is the most valuable thing I have seen in a long time as far as being in touch with the instructor and other students.
One problem I had was trying to log in at the beginning of the semester. It wasn't until I called the helpline that I realized I should have changed my password in order to login. Another problem is when I am told that my session has expired.
I am in Prof. Marshak Earth science 101B and I think Pipeline is a great help in helping me communicating with my teacher. I was able to see my current grade.
it would be better if i didn't have to go through so many steps before i can get to my math class'page. also, the thing i would most like to change is how it always cuts me off and says my pipeline session will expire soon and asks me if i want to remain
Your concept of using the Internet to take classes is a very good idea for many a people. I have received nothing but good responses for taking a class on-line.
I think once this system gets all the bugs out it will be an extremely vital part of the school, until then it can be

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a bit irrating at times, if you can't get on.
I would like to regester online and view the semester classes that I want to choose online
Useful for email and submiting homework assignments.
1-one time I couldnt log in due to system and I wrote to help online, no answer (was weekend). Eventually was able to log in in day or two, I cant recall exactly now at this late date.
What would have been really helpful if Powerpoint would have been accessable on my system. My instructor used it for all his presentations and notes. I do not have easy access and I do not have the funds to buy it.
after I got used to using the pipeline it helped me to get through the class.
Did not need online help to access pipeline because instructor was very thorough in explaining how to use.
I'd like to have more interactive development with the teachers via campus pipeline. I have another class participating with it, but there's nothing posted, other that the teacher's e-mail.
i think that the disadvantages about using pipeline in all classes should be seriously evaluated, because i think it only works well with certain instructors (they have to be extremely organized).
I really enjoy using the campus pipeline, I find it very useful!
I found it very effective to use pipeline. It was extremaly convient for me. I could check homework, check assignments, i could download study guides, class information, and it was an easy way to e-mail our prfessor.
I think Pipeline is a great idea because everything you need to know is right there on the computer and if your at home and forget suddenly what's going on in your class it's riht there in front of you.
I love this -- I wish the students used the message boards/chat room more. It could have been very helpful.
I found pipeline as a life saver. It was very convient for me to check up on homework assignments, check homwork, and to download study guides and class data. It was also a very effective and easy way to communicate with my professor.
I really like this web site it is really useful. I can check my grade from anywhere. It is awesome
I thought that it was very helpfull to comunicate with teachers and get updates and help from teachers.
I think it would be useful to register for classes online or by phone. ONly registering AT SBCC can be quite the tedious task in getting classes.
I wish we could register for classes online or by phone.
It makes contacting your instructor much easier. I also liked that I was able to check assignments and due dates for homework and projects. I don't know if I would like to use this online approach in other classes but I think that it was beneficial to me
very helpful, i like it a lot
I think that pipeline was very very useful in recieving important information about my math class. My instructor was able to give the whole class important information in which was extremely helpful.
To be able to register online would really help. Student written class descriptions. Shorter e-mail addresses.
On campus classes should not be able to put quizes and homework on pipeline. If I want an online class I will register for one.
Overall the best use for pipelineis to stay in contact with the instructor. The next best use are the assignments that you can do at home through pipeline.
A lot of steps to access your class.
I think this is a good system in terms of being able to contact instructors but not all teachers are going to check their mail every half hour. It would be nice if they did but we can't expect them to
I REALLY ENJOYED BEING ABLE TO CHECK MY GRADES WEEKLY TO SEE WHERE I STOOD.
I really like taking classes online because it fits my schedule. I am very happy and I appreciate all the help I got from the faculty.
I think it they implement this to most of the clases it will be very helpfull for the students.
I thought that pipeline was very useful in my statistics class, if i didn't have time to ask Mrs. Guenther a question i could always go on pipeline and e-mail her or even look up the answer and receive useful information.
I like being able to email my teacher, but I really don't like online quizzes! If I wanted to take online quizzes, I would have taken an online class. Other than that, it was very nice to have Pipeline.
Campus pipeline is very useful for my on-line college classes I'm taking at SBCC. I live in Hoopa, CA which

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is quite a ways from SBCC. The on-line college allows me to obtain the schooling I need to pursue my career goals
I realy liked using the Pipeline. It was fun surfing the info it has for SBCC. If I wanted to know somthing, there it was on the Pipeline. I especialy liked reading the Channels on line. Thank you!
It was an interesting experience and proved to be a more engaging class because there were other facets to it besides just during class times and cut down on my need to ask the teacher questions because I could access all information I needed very easily
I don't like to have to go to the drop down table to get to my classes (i.e. select term). I would prefer a direct link to MY WEB CT so that I can see any action (such as new grades, mail, etc.) immediately for all my classes.
I think that pipeline is especially useful to students who don't necissarily have any other way of communicating with the teacher or getting help out side of the class room. It is quick, easy, and informational.
i felt that campus pipeline really helped me suceed in my class it kept my on track with my class and it was easy to access any information i needed
I have found Pipeline to be extremely useful.
I found pipeline to be quite useful. I find myself checking it almost every night it preparation for class the following day.
it is a great tool to use for e-mailing your teachers and take quizes.
I love you campus pipeline xoxo
At first I didnt like using the pipeline as a way of getting class quizes. My first opposition was that I dont always look in the computer, but I always go to class and it wouldnt be fair if i missed some points.
I think the pipeline is very good for the students behalf, inorder to find out about thier grads and any imp information.
I think the pipeline should be available for all the classes. It really helps to communicate with a teacher and follow up with homework and news/events.Thank you
i think it is a very useful tool, saves alot of time, and paper!
Pipeline is a big help to classes. It makes it possible to always know important class information, and it creates better communication between teacher and student
Campus Pipline is a very useful source to get fast answers and communicate with teachers.
i felt campus pipeline was very useful to me this semester.
The list of class mates email has been imposible, there is not a link for the list like the teachers have or webct has.
Pipeline is great for students with access to computers and is useful in terms of being able to operate at your own pace (quizzes). HOwever it does become more like an online class...a little less personalized.
I had almost no problems with pipeline, just a few things that were stuff I should have known about, other than that, I liked the way it worked and the way it was set up.
I enjoy using pipeline it makes it easy to get all of my assignments. I also like how I can send my assignments in through e-mail.
I think that Pipeline is very usful to students and teachers alike. I'm not sure if my server or Pipeline but I think that it could have been faster. it seems like it takes a long time to get my e-mail up.
I know that UCSB's gold system allows them to register for their classes online, it would be very nice if SBCC would be able to offer the same thing for its students.
I enjoyed using the campus pipeline and I liked the fact that all our quizes and study guides were online because it took the pressure off and I waas able to focus better.
i think pipeline is great
TO OFFER MORE CLASES ONLINE.
i found campus pipeline to be very exciting and fun, i enjoyed using the computer to do homework and quizzes, it helped me to learn a lot more astronomy. it is great!!!
I have a bad internet connection at home and when I study I prefer to study at home, so Campus Pipeline has been a headache for me since some instructors put all their class info on pipeline.
I absolutely hated being forced to use pipeline and receiving grades this way. I like the classroom approach where you can speak to your instructor and you take quizes in class, not online.
Campus Piprline is really useful because it contains class schedules, calenders,and specific class

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information which I take. Also, I can contact the class instructor at anytime. I really appreciate the system. Thank you.
pipeline is very useful
This is extremely good idea. It needs to be easier to use and have the kinks worked out. I wish all my classes were on line like this! But, it was NOT user friendly.
I think Pipeline has been a great tool for this class because we can ask the teacher questions about homework/assignments while we are not at school and interact with the teacher and classmates away from campus.
I thought it was easy to use and well organized.
Great class!
The instructor was very helpful in answering all my questions and I enjoyed this class.
My study group has had difficultiy maintaining connection in most of the chat groups. The steps for logging in are not efficient. Under My Classes, there is "select Term". Either choice goes to the same place.
I used Pipeline mostly to get any assignments that I missed and to get the review sheets for my tests.
I THINK THE PIPELINE SHOULD BE USED MORE FREQUENTLY IN ALL TYPES OF CLASSES, NOT ONLY IN ONLINE CLASSES, IT IS A VERY USEFUL TOOL THAT EVERYONE CAN USE !!
The only problems I've had with the online process this semester have been with my Netscape browser...that only happened after the upgrade of your system IN THE MIDDLE OF THE SEMESTER. I have not been able to access from work.
For those of us taking online classes, who are out of state, some of these questions are plain silly. We have no choice to access the course except through the Pipeline. I think there are too many layers. My login should take me right to my courses.
I found the system very slow; sometimes it took up to 5 minutes to get into a section such as a chat room. I was not the only one in my chat groups that experienced this. Also on Email-- I wish there were ways to indicate an urgency
I've enjoyed using the pipeline.
Pipeline is a great tool
Registering for classes online would be nice. Perhaps paying fees online. Anything to reduce lines or create a more efficient city college.
tHIS COURSE IS JUST PERFECT!! CONGRATULATIONS!!!! ALSO THANK YOU!!!
I 'back' button would be useful so you dont have to go to the beginning of "my classes" every time after using the message board.
I enjoyed using Pipeline for this online class because it was easy to use and it was rather easy to understand. This was my first online class and I am glad that the school has pipeline.
It is very informative and useful - especially for the online courses where we are not physically on campus. It helps us feel connected to the college.
I really enjoy pipeline to the fullest degree
I found Campus Pipeline extremely useful as I am rarely on campus since I work fulltime. However, the Pipeline makes me "feel more connected" even though I am miles away.
The only difficulty is when you would get kicked out of the chat room and not able to log back on. Otherwise everything else was great.
I feel this is the best way, especially for working mom's, to continue their education. If not for the online classes at SBCC, I would not have gone back to school. KEEP UP THE EXCELLENT WORK!
I had trouble at the beginning of the semester accessing the pipeline at all. I went directly to WebCT; however, part way through the semester, I could no longer access directly to WebCT, and at that time, the pipeline seemed to work, so I got in that way
Its straight formard and easy to use!
I love Pipeline.
This class has been very informative. I have really enjoyed the class.
I didn't like having to go through 5 screens to get where I needed to be. I thought it was very confusing when I first started classes on how to contact my instructors, especially when I couldn't login from work because of firewall.

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I enjoy SBCC HIT classes, thanks for this opportunity. I would not have been able to complete my degree without them.
I think pipe line is a great way to get help from home or when you are off campus. I realy like it.
pipeline is very,very, helpful
Overall, Campus Pipeline is satisfactory. I did have (and still have) problems submitting homework projects under 'html' files. A procedure (step-by-step) for us to follow would be helpful. I made three calls for help.
I found not very useful. My class meets four times a week and is a better way to communicate.
Thank you so much for offering these courses online. If not, I would not have been able to further my education and my career goals. Keep up the great work and effort!!!!!
I forgot my password all semester and there wasn't a place to help me find out what it was. You should utilize this like almost every other web site on the world wide web.
It seems to be an excellent resource. You can make what you want out of it.
I think many people forget what name to log in with. A simpler name or directions right next to the login screen on how the name is chosen would be helpful.
The site loads a little slow and it is difficult to login at times, other than that, this site has been extremely useful for my Acct 230 class, the instructor made definitely use of pipeline. It would be great if students could start registering online.
Pipeline was very useful to find out my grades and to get help from the teacher on homework questions i didn't understand.
If i hadnt had pipeline i would have missed out on a lot of things for my classes
no suggestions, pipeline is great.
I found it to work for me.
The application overall was extremely difficult to use. There were java script errors and login errors on more than one occasion. During the tests my replaced answer did not save sometimes after I hit save answer. I prefer to have email sent via SMTP\POP

Appendix 5. Faculty Comments (as typed by faculty, no editing was done)

Because of technical problems, it has been hard for us to rely on Pipeline or convince students of its usefulness.
I tried Pipeline as a way to get information out to students, but none of them used it on a consistent basis. I can think of only one student who tried to get others to dialogue on-line.
Online classes are very usefull for me.I gain lots of knowledge from online classes.It's convenience,easy.And work very good for me. Thanks
The message board has a very awkward interface. And user must go through each topic and reply list to see any new postings. There should be some notification when user opens Pipeline that there are new postings and under what topic.
Q27 = both (using Pipeline both on campus and online).
My response was limited because I was not familiar with the environment, nor did I really understand how to use it. I have learned a little more now and plan to make it a more integral component in classroom environment. I was not aware of any training
Because we use WebCT and its tools for our courses, we don't need or use many of the tools provided by CP.
I am a big fan of Campus Pipeline. It does add some work, but it also relieves some stress. I like having another method of communication with my students.

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